

ECN329: Marketing (3 credits)

Instructor: Hiromi MAENAKA, PhD

Spring semester 2010

Meeting times: M/W 9:00~10:15

Office: A4-6

Phone: 886-5943

email: maenakah@aiu.ac.jp

Office hours: Mondays and Wednesdays, 10:30-12:00 or by appointment.

Course Description:

Marketing is one of the various management processes employed by companies to create value for customers. The skillful marketer is able to identify or create customer needs, and then work with the various other functions within or outside the company to design and deploy capabilities to satisfy those needs better than competitors can. The major themes of this course are: marketing environment, market research, consumer and business buyer behavior, market segmentation, target marketing, product development, pricing issues, channel strategy, promotional strategies, international marketing, and related topics. We will use cases to help make the process of identification, analysis, and discussion of factors and issues affecting current marketing strategies and practices more 'real world.'

Course Objectives:

After successful completion of the course, students will be able to:

- Define marketing, marketing management, and core concepts and orientations
- Describe the marketing process and the forces that influence it
- Describe the environmental forces that affect a company's ability to serve its customers
- Explain how changes and trends affect marketing decisions
- Explain the marketing information system and how companies analyze and utilize the information
- Discuss the major factors that influence consumer, business, institutional and government buyers' decisions
- Define segmentation, targeting, and positioning
- Discuss the positioning strategy for maximum competitive advantage and decisions regarding their products and services, product lines, product mixes, and branding
- Explain how to develop new product and services and manage their product life cycles
- Identify and discuss factors that affect pricing decisions and strategies
- Understand the role of marketing logistics and supply chain management
- Explain the tools of the marketing communications mix including advertising, sales promotion, public relations, sales promotion, direct marketing and the personal selling
- Understand and describe competitive marketing strategies
- Discuss economic, political-legal, and cultural environment for international marketing
- Discuss the role of ethics in marketing and the socially responsible marketing

Policies: Students are expected to participate in all class sessions. All assignments must be completed to receive a passing grade. Acts of plagiarism or other forms academic dishonesty will be dealt with harshly.

Class Materials

Textbook: TBA

Additional readings will be assigned.

Grading Methods

Exam 1: 15%

Exam 2: 15%

Exam 3: 15%

Group Project: 30%

Participation: 25%

Class Schedule:

<i>Week</i>	<i>Topic</i>
1	Orientation/Introduction to the Course
2	Defining Marketing and the Marketing Process Company and Marketing Strategy
3	Analyzing the Marketing Environment Managing Marketing Information
4	Consumer Markets and Consumer Buyer Behavior Business Markets and Business Buyer Behavior
5	Exam 1 Segmentation, Targeting, and Positioning
6	Product, Service, and Branding Strategy
7	New-Product Development and PLC Strategy
8	Pricing & Pricing strategy
9	Marketing Channels: Retailing and Wholesaling
10	Exam 2 Promotional strategy: Integrated Marketing Communication
11	Advertising and Public Relations Personal Selling and Sales Promotion
12	Direct and Online Marketing The Global Marketplace: Creating Competitive Advantage
13	Social Responsibilities and Ethics
14	Group presentation
15	Group presentation Exam 3

ECN333 Contemporary Japanese Economy (3 credit)

Instructor: Hiroya Ichikawa, Ph.D

Office Hour: Tuesday, 13:30-14:30 pm Office:A4-5

email:hiroya@aiu.ac.jp

Semester: Spring

Classes: Tuesday and Thursday 12:30-13:45

Description: This is an applied course of economics for the contemporary Japanese economy. The course will examine the roots of recent instability in the world financial system, and Japanese economic problems. The new government's attempts to radically change Japanese economic system (Hatoyama Reform) will be compared with Koizumi Reform (privatization/deregulations). In order to understand the current Japanese economy, economic model of the post-war Japan will critically be examined. After a historical review, topics such as an aging population, the social security system, burden of government debt, decentralization, competition policy, and deregulation (including financial) will be discussed. Other topics include; corporate governance, government-business relations, free-trade agreement policies, ODA policy, environmental issues, and Japan's civil society. Students are expected to discuss current economic and financial news in each class. If class size permits, the course will be conducted in seminar format. Objectives: This course is aimed at students who have ideally completed at least a one-semester micro economic course and macro economic course. Students from abroad are encouraged to take this course, and contribute to the class discussion by comparing Japan's experience with their experiences in their own countries on similar topics. The course will emphasize the theoretical approach as well as the real world experience of the instructor. Students are expected to actively participate in class discussion / group presentation based on reading assignments and researches. A term-paper will be required. Study Materials:

< Textbook >

Academic Preparation: There are no prerequisites, but basic familiarity with macroeconomics and microeconomics is recommended.

Policies: All assignments and exams must be completed to receive a passing grade for this course. Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty. No unexcused absence allowed.

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Course Format and Activities: Every class starts with brief discussion on news articles related to current Japanese economic and financial problems. Class sessions will alternate between lecture and students presentation. Students will have completed the reading assignment before student's team's sessions. Classes are interactive and seminar type.

Study Materials:

<Textbook>

Takafusa Nakamura .The Postwar Japanese Economy. University of Tokyo Press .1995/96.

<Reference books, sources of readings and other information>

□ Michael E.Porter, Hirotaka Takeuchi & Mariko Sakakibara,Can Japan Compete? Macmillan Press.2000.

□ Paul Krugman "The Myth of Asia's Miracle" , *Foreign Affairs*, November/December. 1994.

□ Richard Katz, Japanese Phoenix-the long road to economic Revival, M.E.Sharp.2003.

□ Thomas F. Cargill, Michael M. Hutchison, Takatoshi Ito, The Political Economy of Japanese Monetary Policy, Chapter 5.*The Bubble Economy and its Collapse*",

□ Adam S. Posen, Restoring Japan's Economic Growth, Institute for International Economics, 1998.

□ Toshiaki Tachibanaki.ed. The Economics of Social Security in Japan, The ESRS Studies Series on Ageing, Edward Elgar Publishing Inc .2004

□ References for those who can read Japanese articles on macro economic variables of Japanese Economy by Prof. Hiroya Ichikawa (instructor)

□ 経済セミナ - 誌 〈日本評論社〉

連載論文(市川博也)2 0 0 3 年

4 月号 「ダイ名ミック・ エコノメトリックス」

5 月号 「自己回帰モデルと単位根の役割」

6 月号 「単位根の問題」

7 月号 「長期乗数の概念」

8月号「誤差修正モデルの経済学」

9月号「誤差修正モデル：マネーサプライと実質GNP」

10月号「グレンジャーの因果性」

11月号「グレンジャーの因果性とVARモデル」

12月号「ノーベル経済学受賞と時系列分析研究」

2004年1月号「インパルス応答関数と因果関係」

2月号「共和分分析と購買力平価説の検証」

3月号「LSE学派のGTSアプローチとヨハンセンの方法」

Assessment:

Students achievement of this course's objectives will be measured in the following five areas: (1) class discussion and presentation (20%) (2) News brief analysis (10%) (3) Midterm exam (30%) (4) Final exam (30%) (5) Overall assessment (10%)

Academic Preparation: There are no prerequisites, but basic familiarity with macroeconomics and microeconomics is recommended.

Policies: All assignments and exams must be completed to receive a passing grade for this course. Students are reminded not to engage in acts of plagiarism or other forms academic dishonesty. No unexcused absence allowed.

Course Format and Activities: Every class starts with brief discussion on news articles related to current Japanese economic and financial problems. Class sessions will alternate between lecture and students presentation. Students will have completed the reading assignment before students' team's sessions. Classes are interactive and seminar type.

< Website for statistics and documents on Japanese economy

[http://www/stat/go.jp](http://www.stat.go.jp)(Japanese Government's statistics)

<http://www.boj.or.jp/>(Bank of Japan)

<http://www.goo.ne.jp> Government documents)

Schedule:

<Week1-3>

Introduction/ Identification of major economic and financial problems/

Discussion on Paul Krugman *The Myth of Asia's Miracle*.

Week 1. Introduction

Identify major economic problems facing current Japanese economy.

Group formation; leader/ sub-leaders.

Week 2. Discuss Paul Krugman "*The Myth of Asia's Miracle*"

Week 3. Takahusa Nakamura , chapter 2

<Week 4-6>

Immediate postwar Japanese economy/ reform and reconstruction/

The mechanism and policies of rapid growth

Week 4/5 Takashi Nakamura, chapter3/4

Week 6 Discuss Richard Katz, *Japanese Phoenix-the long road to economic Revival*", M.E.Sharp.2003.

<week 7-9>

End of rapid growth/ international environment/ the collapse of bubble

economy/macroeconomic policy mistakes

Week 7 Discuss Japanese economy and International Environment,

Nakamura Chapter6/8.

Discuss Richard Katz, *Chapter 9. " Globalization.*

-the Linchpin of reform-"

Chapter 11 " *Foreign Direct Investment - A Sea Change* ".
Week 8 Discuss "The Collapse of the Bubble Economy".
Thomas F. Cargill, Michael M. Hutchison, Takatoshi Ito,
The Political Economy of Japanese Monetary Policy,
Chapter 5. *The Bubble Economy and its Collapse* ",
Chapter 6. *Asset-Price Deflation: Nonperforming
Loans, Jusen Companies, and Regulatory Inertia.* "

Week 9 Richard Katz, chapter 12. " *Financial integration –The Iceberg
Cracks* -".

<Week 10-14>

Structural reforms/restoring Japanese economy/corporate reforms/

Rethinking Japanese management/social security system/world financial

crisis and its impact on Japanese economy

Week 10 Discuss Adam S. Posen, Restoring Japan's Economic Growth .
Chapter 1. " *Diagnosis: Macroeconomic Mistakes, Not
Structural Stagnation* "

Chapter 2. " *Fiscal Policy Works When it is tried* ".
, *Chapter 3.* " *The Short and Long of Fiscal Policy* " .

Week 11. Discuss Richard Katz,

Chapter 6 " *Fiscal dilemmas,* "

Chapter 7. " *Monetary magic bullets are blanks* ",

Chapter 8 " *Japan cannot export its way out* ".

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Week 12 Discuss Richard Katz,

Chapter 13 " *What is structural reform?*

Chapter 14. *Financial reform* ".

Chapter 15. " *Corporate Reform-No competitiveness
without more competition* ".

Week 13 Michael E .Porter, Hiroataka Takeuchi & Mariko Sakakibara,
Can Japan Compete? Macmillan Press

Week 14. Deregulation and state enterprises, Tax reform

Richard Katz, *chapter 18 “ deregulation and state enterprises-*

The momentum is clear, the destination is not.”

Chapter 19.”Tax Reform- Don’t Exacerbate Anorexia”.

Social Security System, Ageing problems and

Widening Income Disparity, Toshiaki Tachibanaki.ed.

The Economics of Social Security in Japan,

<Week 15>

Summing up and Final Examination

CHS250-1: Introduction to East Asian Studies (2004 Curriculum)

HIS250-1: Introduction to East Asia Studies (2008 Curriculum)

Spring Term: MW 15:30-16:45

Instructor: C. Kenneth Quinones, Wo-Lap Lam
Mizuno Norihito, Naoya Yamazaki

Office No.: C3-2 (Quinones), C3-4 (Lam)
C3-7 (Mizuno), C3-9 (Yamazaki)

Office Hours: To be announced by each faculty

Office Telephone: 5941 (Quinones), 5880 (Lam)
5975 (Mizuno), 5882 (Yamazaki)

E-mail: ckquinones@aiu.ac.jp (Quinones)
willy@aiu.ac.jp (Lam)
nmizuno@aiu.ac.jp (Mizuno)
yama708@aiu.ac.jp (Yamazaki)

Course Objectives

Class participants will learn the meaning of “East Asia” and basic concepts and vocabulary associated with this phenomenon as viewed from different academic disciplines (political science, history, and international relations). Students will acquire a fundamental understanding of the historical background of East Asia and core themes in the concept’s application to different areas of East Asia: historical and contemporary China, Taiwan, Korea and other East Asian regions.

Course Description

This introductory level of course focuses on the historical and social development of the traditional Chinese world including Taiwan, Hong Kong and overseas Chinese communities in Southeast Asia as well as the Korean peninsula, a region sometimes referred to as the Confucian Culture Area. Basic information about the region’s political systems, political cultures and socio-economic structures will be provided in lectures. Also to be discussed as key current international issues such as Japan-China relations and the Korean peninsula’s problems. This is a required course for all students concentrating in East Asian Studies.

Classroom Activities

Students will receive lectures, and be tested on the lectures’ content and assigned readings.

Prerequisite

None

Evaluation

Quiz by Mizuno	25 %
Quiz by Lam	25 %
Quiz by Quinones	25 %
Quiz by Yamazaki	25 %

Course Materials

Materials will be distributed by each faculty.

Course Schedule

Apr.	12	M	Quinones	East Asia Yesterday and Today
	14	W	Quinones	Korea's Land and People
	19	M	Quinones	Korea and China
	21	W	Quinones	Korea and Japan
	26	M	Quinones	Korea Today
	28	W	Quinones	Review
May	3	M	National Holiday	
	5	W	National Holiday	
	7	F	Quinones	Quiz by Dr. Quinones
	10	M	Mizuno	China's Geographical Setting
	12	W	Mizuno	Premodern China 1
	17	M	Mizuno	Premodern China 2
	19	W	Mizuno	Modern China 1
	24	M	Mizuno	Modern China 2
	26	W	Mizuno	Modern China 3
31	M	Mizuno	Quiz by Dr. Mizuno	
Jun.	2	W	Lam	Introduction to the Era of Reform; China's Political System
	7	M	Lam	Focus on Economic Reform; Globalization of the Economy
	9	W	Lam	Stagnation in Political and Institutional Reforms
	14	M	Lam	The Civil Society; Middle and Professional Classes; and Private Businessmen
	16	W	Lam	China as a Major Player on the World Stage; the "China Threat" Theory
	21	M	Lam	China's Relations with the United States, Japan and Taiwan
	23	W	Lam	Quiz by Dr. Lam
	28	M	Yamazaki	Taiwan: Overview
30	W	Yamazaki	Pre History Period and the Early Colonization	
Jul.	5	M	Yamazaki	Taiwan under the Chinese Rule
	7	W	Yamazaki	Taiwan under the Japanese Rule
	12	M	Yamazaki	Taiwan after WWII (1945-1987)
	14	W	Yamazaki	Taiwan after WWII (1987-2000)
	19	M	National Holiday	
21	W	Yamazaki	Quiz by Dr. Yamazaki	

HIS 260/310-1 MODERN HISTORY OF RUSSIA 3 credits

Instructor's Name Alexander Dolin
Office A-3-5
Office Hours
E-mail address alexanderdolin@aiu.ac.jp
Semesters spring semester 2010
Day and time

COURSE DESCRIPTION

This course is designed as an overview of major stages in Russian history from the end of the 19th through the beginning of the 21st Centuries, with a general introduction to early Russian history, religion and culture. The roots of the Russian revolution are tracked through the concepts of the 19th Century populists and leftist extremists which brought the Empire to collapse. Lenin's social initiatives and Stalin's authoritarian rule are reconsidered in the context of world history with a special focus on the ideology of totalitarianism. The postwar crisis of the Soviet regime is shown as a prerequisite for Gorbachev's Perestroika reforms, eventually leading to the fall of the USSR and the emergence of the new democratic Russian Federation. Scrutinizing analyses of Putin's current policies brings the course to a conclusion.

COURSE OBJECTIVES

1. Introduce students to the milestones of New Russian History and Culture.
2. Develop students' analytical thinking and critical approach to the problems of history.
3. Explain the place of Russia as a political and military superpower in the globalizing world.

STUDY MATERIALS

D. MacKenzie, M.W.Curran "Russia and the USSR in the Twentieth Century", 4th edition.
Special video materials.

ASSESSMENT

Percentage of each grading item

Homework assignments 100 points	25%
Participation in discussion 100 points	20%
Final examination 200 points	55%
Total number of points 400	

EXPECTED ACADEMIC BACKGROUND

Sufficient English proficiency (EAP – 3 level and above)

POLICIES

Attendance is required.

Interest in the subject is encouraged.

Presentation skills are appreciated.

Learning Russian language is considered an advantage.

FORMAT AND ACTIVITIES

Lecture/seminar with regular presentations and discussions.

Viewing additional documentaries (optional).

CLASS SCHEDULE

1. Background and Early History

Geography and Historical Contacts – The Family of Nations – Religious Roots – The Emergence of Russian State – Kiev Russia - Russian Heartland and the Concepts of Imperial Power – The Dynasties.

2. From the Middle Ages to the End of the 18th Century.

The Mongol Yoke and the Retarded Pace of Historic Evolution – Moscow and the Final Liberation of the Nation – Ivan the Terrible and his Age – Peter the Great and his Age – Russia and Europe – Catherine the Great and her Age.

3. 19th Century – The Golden Age of Russian Culture

The National Patriotic War against Napoleon's Invasion – The First Liberalist Movements – Pushkin, Lermontov, Gogol and other great writers - The Major Reforms – The Formation of Russian Intelligentsia.

4. The Revolutionary Trends in the Late 19 – Early 20th cc.

Revolutionary Populism – The Development of Marxism – From Populism to the Socialist Revolutionaries – The Emergence of the Revolutionary Terrorism – Tolstoy, Dostoevsky and other Humanists.

5. Revolution, Reaction and Reform (1904-1914)

Russo-Japanese War and its Consequences – The First Russian Revolution of 1905 – Creation of the Duma (Parliament) Monarchy – Political Development and the Rise of the Leftist Parties – Economic and Social Growth of the Nation.

6. The Silver Age of Russian Culture (Late 19 – early 20th cc.)

Literature – Painting – Architecture - Music – The Most Advanced Culture of the Intellectuals and the Conservative Masses.

7. Presentations and discussions

8. Russia in the World War 1 and the Bourgeois Revolution

Russian Empire in the World War 1 – Wartime Diplomacy and Alliances – The Degrading Army – Bolsheviks and the Home Front – The Total Crisis of the Administration – The March Revolution and the Abdication of the Tsar.

9. From March to November 1917

The “Dual Power” - The Bolsheviks under Lenin’s Leadership – Kornilov and the Rightward Shift – The Leftist Push – The November Revolution as a Perfect Coup d’état. – The Power of Terror.

10. Civil War and War Communism (1917-1921)

First Steps of the Bolsheviks – The Beginning of the Civil War – The Reaction of the West and the Antanta Invasion – Further Developments – The Bloody Victory.

11. The New Economic Policy and Power Struggle (1921-1927)

Economic and Political Controls of NEP – Lenin’s Last Years – The Struggle over Succession – The Advent of Stalin.

12. Presentations and discussions

13. The Soviet Union under Stalin’s Rule 1

Struggle in the Communist Party and Stalin’s Triumph (1929-1934) – The Great Purges – The Policy of State Terror – Oppressed Religions – Totalitarian Machine and the Nation – The Cult of Personality – The Realm of Fear.

14. The Soviet Union under Stalin’s Rule 2

The Great Industrialization Debate (1924-1928) - The Five Year Plans – Playing on the Enthusiasm – Forced Collectivization and the Tragedy of Russian Peasantry – The Totalitarian Abuse of Culture – Ideological Press – Stalin’s “Cultural Revolution” in Education – Anticosmopolitan Policy and the Arts.

15. Soviet Foreign Policy and World War 2

The USSR versus the West (1917-1927) – Neoisolationism (1928-1933) – Steps to Collective Security (1934-1937) – Soviet-Japanese Conflicts – The Nazi-Soviet Pact (1939-1941) – The German Invasion – The 1942 Campaign and the Turning Point of the War – Soviet Offensives and Allied Victory - The USSR and the Far Eastern War.

16. From Postwar Stalinism to Khrushchev Era (1945 – 1964)

The Establishment of Socialist Regimes in Eastern Europe – Stalin’s New Purges – The Crusade against Intellectuals – The Access to Nuclear Power – The Beginning of the Cold War – The Death of Stalin and Khrushchev’s De-Stalinization Policy – A Failure in the Agriculture Reforms – Confronting the West – Khrushchev’s Fall.

17. The Brezhnev’s Era (1964-1982)

Brezhnev's Rise – Nationalism and Dissent – Cold War Concepts - Military Expenses – The Exploration of Space – Stagnation in Economy – Failing Ideology – Culture under Brezhnev - Soviet Intellectuals and the West – Out of Vicious Circle.

18. The Soviet Gerontocracy Rule (1982-1985)

From Brezhnev to Andropov – The Attempts of the Reforms – From Andropov to Chernenko - Degrading Economy – Total Crisis of Soviet Socialist System.

19. Gorbachev and Perestroika Reformation (1985-1991)

Gorbachev's Way to Power – “Openness” and Political Freedom – The Rise of Nationalism in the Soviet Republics – The Restoration of Russian Orthodox Church - Perestroika's Impact on the Economy – Social Changes – The Dissolution of the Socialist Block – The End of the Cold War.

20. The Collapse of the USSR (1991)

Gorbachev's Promises and Reality - Yeltsin's Rise and the Phantom of Democracy – Political Struggle and the Nations – The August Communist Coup – The Demise of the Soviet Union: Sacrificing the Country to Personal Ambitions – The Fall of Gorbachev - The Still-born Commonwealth of Independent States.

21. Presentations and discussions

22. The Yeltsin Era (1991-1999)

The Legacy of Soviet Communism – Dismantling the Political System – Dismantling the System of Social Security – Dismantling the System of Academic Research - The Privatization Reforms as the Greatest Fraud in History – From Populist Democracy to Populist Autocracy – Chaos in Economy – The Rise of Criminal Structures – The Legacy of Total Corruption – Chechen Revolt.

23. The Putin Presidency (1999- c/t)

Putin's Career and the Way to the Top – Chechen War – A Stake on the KGB (FSB) Power – Consolidation of the State – Controversial Economic Policy – A Dialogue with the West – Natural Resources and Russia's Economic Progress – Stratification of the Society – Prospects of Further Growth – Russia with Putin and after him.

24. Final Examination

SOC375-1: Taiwan Society Today (2004/2008 Curriculum)

Spring Term: TR 12:30-13:45

Instructor: Naoya Yamazaki, Ph.D.

Office: C3-9

Office Hour: MW 14:00-15:00 TR 15:30-16:30

Office Telephone: 5882

E-mail: yama708@aiu.ac.jp

URL: <http://www.yamazakinaoya.com/>

Course Objectives

The objectives of the course are:

1. to understand basic characteristics of Taiwan society
2. to be familiar with kinds of information sources to study today's Taiwan Society

Course Description

Taiwan is a small but highly significant nation because of its political significance to peace and stability in East Asia and role in the global economy. Student will learn the basic characteristics of Taiwan society through discussing such topics as:

- (1) Taiwan in 2008: Analysis of the 2 major elections
- (2) Politics
- (3) The issue of national identity
- (4) Cultural diversity in a multi-ethnic society
- (5) Education as a channel of political socialization
- (6) Japan-Taiwan relations

Classroom Activities

The Instructor and students read articles on Taiwan society. The instructor explains important concepts and raise questions for students to answer. The instructor also introduces kinds of information sources to understand today's Taiwan society such as newspapers, magazines and websites, so that students can make an individual or group presentation at the late stage of the course.

Prerequisite

None

Evaluation

Individual or Group Presentation 30%

Final Exam 70%

Course Materials

Materials will be distributed by the instructor.

Course Schedule

Apr.	9	R	Introduction
	14	T	Watching a DVD on the History of Taiwan
	16	R	Watching a DVD on the History of Taiwan
	21	T	Taiwan in 2008
	23	R	Taiwan in 2008
	28	T	Politics (1)
	30	R	
May	5	T	
	7	R	No Class Day (Monday Class Day)
	12	T	Politics (2)
	14	R	Politics (3)
	19	T	Issue of National Identity (1)
	21	R	Issue of National Identity (2)
	26	T	Issue of National Identity (3)
	28	R	Cultural diversity in a multi-ethnic society (1)
Jun.	2	T	Cultural diversity in a multi-ethnic society (2)
	4	R	Cultural diversity in a multi-ethnic society (3)
	9	T	Cultural diversity in a multi-ethnic society (4)
	11	R	Cultural diversity in a multi-ethnic society (5)
	16	T	Education as a channel of political socialization (1)
	18	R	Education as a channel of political socialization (2)
	23	T	Education as a channel of political socialization (3)
	25	R	Education as a channel of political socialization (4)
	30	T	Education as a channel of political socialization (5)
Jul.	2	R	Japan-Taiwan Relations (1)
	7	T	Japan-Taiwan Relations (2)
	9	R	Japan-Taiwan Relations (3)
	14	T	Presentation by Students (1)
	16	R	Presentation by Students (2)
	21	T	Presentation by Students (3)
	23	R	Presentation by Students (4)
	28	T	Final Exam

ECN 310/ECN395 : U.S. Business and Economic policy

2010 Spring Semester:

Tuesday & Thursday 14:00 – 15:15

Instructor: Michio Katsumata

Office: Director of Library

Office Telephone: 5885 E-mail: Katsumata@aiu.ac.jp

Course Goals

This course aims to train students to:

- (1) Understand the inter-relationship between business, public policy, and society in the U.S.
- (2) Study how government at all levels – local, state, national, as well as international – influences business activities through regulation, legislation, taxation, and spending budget.
- (3) Learn about the importance of social responsibility and ethical principles in business
- (4) Discuss about pros and cons of business activities and public policies to get deeper insight of both local and global economies.

Course Description

The course offers an overview of three closely related institutions -- business, government and society -- in the United States. The U.S. has been well-known as the experimental laboratory of capitalism since its birth, and its businesses have developed and cherished to the most advanced level in the world to lead the global economy. As a result, societal concerns about the economic and social performance of big companies are growing today, and critics of business and business system seek and demand the intervention of government in order to control and restrict business activity. Thus the primary focus of the course is to examine many actual cases of the interaction between business, public policy, and society.

Classroom Activities

After the orientation/introduction, students are expected from the second week to read the textbook before the class begins. The class usually starts with some students' oral presentation on the topic assigned by the previous class and all students are highly encouraged to participate in the discussion following the topic.

Prerequisites: Basic knowledge of economics and U.S. history

Credits: 3

Evaluation

- | | |
|---|-----|
| (1) Class attendance and Participation | 40% |
| (2) Oral presentations | 10% |
| (3) Mid-term report (3 pages. By June 04) | 20% |
| (4) Final report (5 pages. By July 21) | 30% |

Class Materials

The class will closely follow the textbook:

Lawrence M. Lesser "Business, public Policy, and Society, Second edition" Thomson Corp.,

2006

But other materials such as newspaper and magazine articles are to be delivered in each class.

The websites of companies and governmental organizations should also be checked frequently.

Class Schedule

- 1 (4.13) Orientation (Textbook Chapter 1~20)**
Class orientation: How to use the text and other materials
Class management: Discussion and oral presentation
- 2 (4.15) Introduction (Ch. 1)**
Interaction between business, public policy, and society
Who are the leading critics of business?
- 3 (4.20) Business & Social Responsibility (Ch. 2)**
Corporate Social Responsibility (CSR)
Shareholders and stakeholders
- 4 (4.22) Development of CSR (Ch. 2)**
Volunteerism and philanthropy
Global standards and CERES principles
- 5 (4.27) Business Ethics (Ch. 3)**
Recent corporate scandals and ethical issues
Definition of ethics
- 6 (5.11) Business Ethics Programs (Ch. 3)**
Management and leadership
Whistle-blowing
- 7 (5.13) The Government Environment (Ch. 4)**
Government and public policy
Sources of power and protection of freedoms
- 8 (5.18) Private Sector vs. Public Sector (Ch. 4)**
Clashing goals and philosophies
Similarities: Managing human resources
- 9 (5.20) Business & Public policy (Ch. 5)**
The evolution of public policy
Stages of public policy process

- 10 (5.25) Structure of Decision-making (Ch. 5)**
 Iron triangles: role of lobbyists
 Issue management
- 11 (5.27) The Global Business Environment (Ch. 6)**
 The foundations of international business and trade
 Trade negotiations and agreement
- 12 (6.01) U.S. Trade Policy (Ch. 7)**
 Trade functions of the U.S. government
 Export promotion and subsidies
- <<Mid-term report by June 01>>
- 13 (6.03) International Competitiveness (Ch. 8)**
 Arguments for and against government intervention
 America's Cold War obstacles
- 14 (6.08) Overview of Regulation (Ch. 9)**
 How regulation developed in the U.S.
 Regulatory reform
- 15 (6.10) Economic Regulation (Ch. 10)**
 Against monopolies, anticompetitive behaviors
 Case studies: GE, Microsoft
- 16 (6.15) Business and the Environment (Ch. 11)**
 How nations cooperate environmental management
 Business strategy and environmental rules
- 17 (6.17) Business Response to Environmental Concerns (Ch. 12)**
 Greening of American corporations
 Pollution prevention: New business opportunities
- 18 (6.22) Business, Employee, and the Workplace (Ch. 13)**
 Obesity in the workplace
 Employer compliance
- 19 (6.24) Workplace Issues for the 21st Century (Ch. 14)**
 Discrimination, affirmative action, glass ceiling
 Pension, executive compensation
- 20 (6.29) Managing Government Affairs (Ch. 15)**
 Corporate involvement with government
 The functions of trade and professional associations
- 21 (7.01) Lobbying and Campaign Finance (Ch. 16)**
 The origins and purposes of lobbying
 How businesses lobby and make campaign contribution legally

- 22 (7.06) Information Technology and Government Resources (Ch. 17)**
 - The history of Internet and WWW
 - Impact of IT Revolution on government and businesses

- 23 (7.08) Corporate Governance (Ch. 18)**
 - Restructuring of business system and corporate control
 - Management strategies responding to shareholder activism

- 24 (7.13) Sources of Government Financing (Ch. 19)**
 - U.S. government investment in Research and Development
 - Many forms of government funding

- 25 (7.15) Procurement, Bailouts, and Government Ownership (Ch. 20)**
 - Impact of governmental procurement
 - Governmental effort to revitalize industry and economy

- 26 (7.20) How to Work on Controversial Issues**
 - Workshop on hottest issues

- 27 (7.22) Conclusion & Review**

<< Final report by July 22 >>

PLS 280 Introduction to U.S. Political System

Spring 2010 M, W 10:30-11:45

Instructor: Takeshi Akiba

Office: C3-3

Office Hours: TBA

E-mail Address: t-akiba@aiu.ac.jp

Course Objectives

By the end of the semester, students should be able to:

- 1) Discuss the roles of key institutions and actors within the U.S. political system and their relationships with each other.
- 2) Discuss how the roles and relationships above have evolved over time.
- 3) Analyze the strengths and weaknesses of the political process in the U.S.
- 4) Understand the ideas of liberty and equality in the context of the U.S. political system.

Course Description:

The U.S. has marketed itself to the world as a leader of democracy. How does a democratic political system function? What are its successes and shortcomings? This course introduces the student to the roles of various political institutions and actors in the U.S. political system and considers their influence on democracy. We will look at both the formal institutions of government (Congress, President, and the Court), and other major actors that influence policy-making (political parties, interest groups, and mass media). Comparisons with the Japanese political system will be made as necessary to deepen the understanding of the characteristics of the U.S. political system.

Classroom Activities:

Course format: Lectures by the instructor, small group discussion and other active learning methods. Audio-visual material will be utilized to facilitate learning.

Assignments: You are to submit a response paper based on reading questions on the first day of class each week. There will also be a group presentation assignment.

Details will be announced in class. **Policies:** Attendance is mandatory. Exceptions may be made only with approval by the instructor for legitimate reasons. **Feedback:**

You are encouraged to ask questions during class. Your feedback is always welcome. Please feel free to e-mail me or visit my office.

Prerequisites

None

Evaluation

Mid-term examination	30 points
Final examination	40 points
Response papers	10 points
Presentation	10 points
Participation	10 points

The score above will be your *base score*. From the base score, points will be deducted for absences.

Course Materials

Required: ~~Milton C. Cummings, Jr. & David Wise, *Democracy Under Pressure: An Introduction to the American Political System*~~

THE TEXTBOOK IS PLANNED TO BE CHANGED this semester. Details will be finalized and announced by the time of registration. The schedule below is subject to some adjustments but the broad topics and outlines remain the same.

Major References:

Peter Woll, *American Government: Reading and Cases*

Samuel Kernell & Gary C. Jacobson, *The Logic of American Politics*

Lowi, Ginsberg, Shepsle, eds., *American Government: Power and Purpose*

Hamilton, Madison, Jay, eds., *The Federalist Papers*

Video clips from *C-SPAN Classroom*

Additional readings will be distributed in class or placed on reserve at the library.

Class Schedule

This schedule is tentative and subject to changes and adjustments.

Reading questions for each week will be uploaded on AIMS.

Part I. The form of government and the rights of the people

Week 1 (Apr. 12, 14) Government and People in a Democracy

Textbook

Introduction (course objectives, policies, overview)

The role of government and the significance of democratic government

Week 2 (Apr. 19, 21) Constitutional Framework

Federalist Papers, #47, 51 (*Woll*, 41-45)

Ratification of the U.S. Constitution, plans and compromises
Separation of powers, checks and balances

Week 3 (Apr. 26, 28) Federalism

James Bryce, *The Merits of the Federal System* (*Woll*, 72-74)

History and significance of the federal system of government
Federalist / Anti-federalist debate

Week 4 (May 7) Courts

Federalist Papers, #78 (*Woll*, 386-390)

The Supreme Court and Judicial Review
The Warren Court and after

Week 5 (May 10, 12) Civil Liberties

Textbook

Bill of Rights (especially the First Amendment)
 Freedom of speech
 Freedom of religion
Criminal procedure

Week 6 (May 17, 19) Civil Rights (Equality)

Textbook

Slavery and the Fourteenth Amendment
African Americans and civil rights in contemporary America

Week 7 (May 24, 26) Review and Mid-term examination

Part II. The political process

Week 8 (May 31, Jun. 2) Congress

Textbook

Bicameralism (House and Senate) and its values
The legislative process and distinctiveness of rules of debate

Week 9 (Jun. 7, 9) President

Textbook

The shape and role of the executive branch

The expanding roles of the President and conflicts with Congress

Week 10 (Jun. 14, 16) Political Parties

Textbook

Role of political parties and the merits of a two-party system
Democrats and Republicans: policies and voter base

Week 11 (Jun. 21, 23) Interest Groups

Textbook

The role of interest groups in the political process
Debate over the influence of interest groups: democracy or corruption?

Week 12 (Jun. 28, 30) Presentations

Policy issues, actors, and positions
Debate on proposed “bills”

Week 13 (Jul. 5, 7) Media and Politics

Textbook

Government and freedom of the press
Challenges for the press: privacy, libel, and press privileges

Week 14 (Jul. 12, 14) Voting Behavior and Elections

Textbook

The Electoral system (Congress, President)
Voting rights and voting behavior

Week 15 (Jul. 21) *Review*

Week 16 (Jul. 26) *Final examination*

!!!TENTATIVE!!! PLS 315: US Presidency

Fall Term: MW 9:00-10:15

Classroom: TBA

Instructor: Itsuki Kurashina

Office: C 3-8

Office Hour: TBA

Office Telephone: 018 (886) 5990

E-mail: ikurashina@aiu.ac.jp

Course Goals

This course has three primary goals:

1. The students will acquire information about the function of Presidents in the US government.
2. The students will get accustomed with literacy and internet research.
3. The students will be trained to integrate information from various sources and to produce a coherent argument in written forms.

Course Description

This course is intended to show the specific function of the US presidency in political and social fields of the United States. As a part of the federal government, US Presidents have certain power and function in relation to other governmental organizations. At the same time, a President can exercise wider influence than just one section of the government. This course is designed to clarify both strength and limitation of US Presidents.

Classroom Activities

This course consists of lectures by the instructor. Various aspects of US presidency are explained based on the assigned sections of the textbook, and students are expected to read these sections in advance. Students should take two written examinations regarding US presidential functions. Adding to this, students should write a short paper on an important president.

Prerequisites: None

Evaluation

First Paper 20%: Students should write a short paper on one president of their choice based on information from the Internet and other courses. Further instructions should be given later.

Take-Home Examination 30%: Students should submit a written answer to the assigned question one week prior to the deadline. The answer should be based on lectures and textbook. No research is required.

Final Examination 40%: An in-class, closed-book examination will be held at the end of the semester. Students should explain key concepts explained in the lectures.

Participation 10%

Course Materials

Textbook: TBA

Suggested Materials:

- *Graham Allison, Philip Zelikow, *Essence of Decision: Explaining the Cuban Missile Crisis*, 2nd edition (New York: Longman, 1999)
- *Richard E. Neustad, *Presidential Power and the Modern Presidents: The Politics of Leadership from Roosevelt to Reagan* (New York: Free Press, 1990 (1980))
- *Fred I. Greenstein, *The Presidential Difference: Leadership Style from FDR to George W. Bush*, 2nd edition (Princeton: Princeton University Press, 2004)

!!!TENTATIVE!!! Course Schedule

APRIL

- | | |
|------|--|
| 12th | Course Introduction |
| 14th | Process to Nominate Candidates
<u>Required:</u> TBA |
| 19th | Strategies to Win the Nomination
<u>Required:</u> TBA |
| 21st | System of the Presidential Election
<u>Required:</u> TBA |
| 26th | Presidential Campaign
<u>Required:</u> TBA |
| 28th | The President and the Public
<u>Required:</u> TBA |
| MAY | |
| 7th | The President and the Media
<u>Required:</u> TBA |

- 10th **Outline of the President's Office**
Required: TBA
- 12th **Presidential Staff**
Required: TBA
- 17th **Presidential Decision Making I**
Required: TBA
- 19th **Presidential Decision Making II**
Required: TBA
- 24th **Psychological Presidency**
Required: TBA
- 26th **Presidential Handling of the Executive Branch**
Required: TBA
- 31st **Conflicts between the Presidents and Bureaucrats**
Required: TBA
- JUNE
- 2nd **The President and the Congress**
Required: TBA
- 7th **Presidential Legislative Skills**
Required: TBA
- 9th **Judicial Selection**
Required: TBA
- 14th **President-Supreme Court Relations**
Required: TBA
- 16th **Domestic Policy Making I**
Required: TBA
- 21st **Domestic Policy Making II**
Required: TBA

23rd **Budgetary Policy Making**

Required: TBA

28th **Economic Policy Making**

Required: TBA

30th **Constitutional Functions in Foreign Policy**

Required: TBA

JULY

5th **Expansion of Foreign Policy Roles**

Required: TBA

7th **Unilateral Presidency**

Required: TBA

12th **Historical Development of the Presidential Function I**

14th **Historical Development of the Presidential Function II**

21st **Review Session**

*****Final Examination*****

!!!TENTATIVE!!! PLS 350: US Diplomatic History / HIS350: US Diplomatic History

Spring Term: MW 15:30-16:45

Room: TBA

Instructor: Itsuki Kurashina

Office: C 3-8

Office Hour: TBA

Office Telephone: 018 (886) 5990

E-mail: ikurashina@aiu.ac.jp

Course Goals

This course has three primary goals:

1. Provide basic information about the US development to the only superpower in the current world.
2. Encourage students to consider current issues in historical contexts.
3. Improve students' ability to understand academic writings, to analyze these arguments, and to present their understanding in English.

Course Description

This course is intended to introduce the historical development of the US foreign relations since the end of the 19th century. We will explore this developing process in the contexts of international relations and domestic changes at political, economic, and social levels. This course also examines continuities and breaks in the US foreign policy, past and present.

Classroom Activities

This course is provided in a lecture style. Students are expected to understand basic information provided during lectures and to set it in frameworks presented in the two textbooks. They should show their ability to grasp information given in the lectures and express their understanding in written forms.

Prerequisite: None

Evaluation

Take-Home Examination 30%: Students have to take a written examination at the middle of the semester.

In-Class Examination 30%: Students should show their acquisition of basic information in a closed-book examination at the end of the semester.

Final Paper 40%: Students are expected to express their understanding of the textbooks based on information in the lectures at the end of the semester.

Course Materials

Textbook: George F. Kennan, *American Diplomacy*, expanded edition, Chicago: University of Chicago Press, 1984 (1951)

Textbook: William A. Williams, *The Tragedy of American Diplomacy*, new edition, New York: W. W. Norton, 1972 (1959)

Reference Books: Students are able to use following books to deepen their understanding.

- *Emily S. Rosenberg, *Spreading the American Dream: American Economic and Cultural Expansion, 1890-1945*, New York: Hill & Wang, 1982
- *G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars*, Princeton: Princeton University Press, 2001
- *Walter LaFeber, *America, Russia, and the Cold War, 1945-2002*, updated ninth edition, New York: McGraw-Hill, 2002 (1967)
- *Michael J. Hogan & Thomas G. Paterson, eds., *Explaining the History of American Foreign Relations*, New York: Cambridge University Press, 2004
- *Stephen A. Flanders & Carl N. Flanders, *Dictionary of American Foreign Relations*, New York: Macmillan, 1993

!!!TENTATIVE!!! Course Schedule

APRIL

12th **Introduction**

14th **From Colonies to Independence**

19th **“Isolationism” in the 19th Century**

Required Reading: George F. Kennan, *American Diplomacy*, pp. 3-6

Required Reading: William A. Williams, *The Tragedy of American Diplomacy*, pp. 20-27

21st **The Turning Point of 1898**

Required Reading: Kennan, *American Diplomacy*, pp. 7-12

Required Reading: Williams, *The Tragedy*, pp. 28-57

26th **Theodore Roosevelt and Latin America**

Required Reading: Williams, *The Tragedy*, pp. 59-67

- 28th **Variations of “Big Stick” Policy**
Required Reading: Williams, *The Tragedy*, pp. 67-73
- MAY
- 7th **Woodrow Wilson and World War I**
Required Reading: Kennan, *American Diplomacy*, pp. 55-73
Required Reading: Williams, *The Tragedy*, pp. 92-107
- 10th **United States in the Inter-War Period**
Required Reading: Williams, *The Tragedy*, pp. 110-161
- 12th **World War II**
Required Reading: Kennan, *American Diplomacy*, pp. 74-83
Required Reading: Williams, *The Tragedy*, pp. 164-201
- 17th **“Open Door” Policy toward Asia**
Required Reading: Kennan, *American Diplomacy*, pp. 21-37
Required Reading: Williams, *The Tragedy*, pp. 73-89
- 19th **United States, Japan, and World War II**
Required Reading: Kennan, *American Diplomacy*, pp. 38-54
- 24th **Summary: US Rise as the World Power**
- 26th **“One World” and the Cold War**
Required Reading: Kennan, *American Diplomacy*, pp. 83-90
Required Reading: Williams, *The Tragedy*, pp. 204-258
- 31st **Establishing the Western Bloc in Europe**
Required Reading: Kennan, *American Diplomacy*, pp. 91-103
Required Reading: Williams, *The Tragedy*, pp. 258-275
- JUNE
- 2nd **Emerging Conflicts in the Western Bloc**
- 7th **Cold War in Asia**
Required Reading: Williams, *The Tragedy*, pp. 278-293
- 9th **Japan as the Major Ally**

- 14th **The Cuban Missile Crisis**
- 16th **Replacing the British in the Middle East**
- 21st **The Third World in the Cold War**
Required Reading: Williams, *The Tragedy*, pp. 295-304
- 23th **Summary: US in the Cold War**
- 28th **Détente in Europe**
- 30th **Opposition against Détente**
- JULY
- 5th **Friendlier Asia?**
- 7th **Troubled Middle East**
- 12th **Third World after Vietnam**
- 14th **Summary: Declining US Power**
- 21st **Review**

****In-Class Examination in the Final Week****

SOC345 Minorities in the United States

(HUM340 History and Civilization of Native Americans under the 2004 curriculum)

Spring 2010 TR 10:30-11:45

Instructor: Takeshi Akiba

Office: C3-3

Office Hours: TBA

E-mail Address: t-akiba@aiu.ac.jp

Note: The content of this course is based on the 2008 curriculum (SOC345 Minorities in the United States). Students under the 2004 curriculum will register under the old course code and title (HUM340 History and Civilization of Native Americans).

Course Objectives

Through this course the student should be able to:

- 1) Understand the conditions of race and ethnic minorities in the United States
- 2) Assess the factors that affect the conditions, including historical context / development
- 3) Discuss current political and social controversies surrounding minorities

Course Description

This course seeks to understand the history and current conditions of minorities in the United States. Particular emphasis will be on racial and ethnic minorities such as African Americans, Asian Americans, and Hispanics. The course will focus on particular *groups* as well as on *issues* surrounding minorities, such as migration, integration and equality.

Classroom Activities

Course format: Lectures by the instructor combined with small group discussion, debate and other active learning methods. Audio-visual material will be utilized to facilitate learning. **Assignments:** Please read assigned readings prior to class. There will be several class assignments, including group presentations during the second half of the semester. Details will be announced in class. **Policies:** Attendance is mandatory. All assignments need to be submitted on time. Exceptions may be made only with approval by the instructor for legitimate reasons. **Feedback:** You are encouraged to ask questions or provide comments during class. Your feedback is always welcome. Please feel free to contact me via e-mail or by visiting my office.

Prerequisites

None

Evaluation

Mid-term examination	30 points
Final examination	40 points
Response papers	10 points
Presentation	10 points
Participation	10 points

Course Materials

Issues in Race and Ethnicity (CQ Press)—required purchase

Major references:

John Hope Franklin, Alfred A. Moss, Jr., *From Slavery to Freedom: A History of African Americans*

Sucheng Chan, *Asian Americans: An Interpretive History*

Vincent N. Parrillo, *Understanding Race and Ethnic Relations*

Mohsen M. Mobasher, Mahmoud Sadri, *Migration, Globalization, and Ethnic Relations: An Interdisciplinary Approach*

Lon Kurashige, Alice Yang Murray eds., *Major Problems in Asian American History*

Additional materials will be distributed in class or placed on hold in the library.

Class Schedule

This schedule is tentative and subject to changes and adjustments

Chapters in parentheses refer to textbook chapters.

Part I. Race relations in the U.S. (African Americans)

Week 1 (Apr. 13, 15) Introduction: Race in America (Chap. 2)

Introduction to the course, definitions, perspectives

Significance of race in U.S. society: racial disparity and discrimination

Week 2 (Apr. 20, 22)

Contemporary issues (1) -- Desegregation (Chap.4)

School desegregation and educational outcomes

Opposition to integration, busing controversy, and “resegregation”

Week 3 (Apr. 27)

Contemporary issues (2) -- Affirmative Action (Chap. 1)

Debate: The University of Michigan cases

Week 4 (May 6)

Contemporary issues (3) -- Crime and criminal justice

Racial disparities in the criminal justice system, especially the death penalty
Rodney King trial, criminal procedure and LA riots

Week 5 (May 11, 13)

African American history (1) -- Slavery and Reconstruction

Slavery, slave trade and slave codes (Franklin & Moss, p.139-158)
Reconstruction, its failure and Jim Crow (Franklin & Moss, p. 272-291)

Week 6 (May 18, 20)

African American history (2) -- The Civil Rights Movement

Civil Rights Movement (Franklin & Moss, p.526-549)
Civil Rights Act of 1964 and conservative backlash
Assessing civil rights today

Week 7 (May 25, 27)

Native Americans (Chap.12)

Week 8 (June 1, 3): *Review and Mid-term*

Part II. History and status of immigrant groups

Week 9 (June 8, 10)

Asian Americans (1) -- Immigration and exclusion

Approaches to minority integration (Parrillo, p.43-52)
Chinese, Japanese immigration and host society reception
(Sucheng Chan, *Asian Americans: An Interpretive History*)

Week 10 (June 15, 17)

Asian Americans (2) – History, assimilation, and identity

The history and identity of Japanese Americans
(Hisaye Yamamoto, “Las Vegas Charley”)

Asian Americans and second generation assimilation

(Excerpts from Kurashige & Murray: *Major Problems in Asian American History*)

Week 11 (June 22, 24)

Asian Americans (3) -- Socio-economic status and contemporary issues

The “model minority” myth

Asian Americans and debates over bilingual education, affirmative action

(Excerpts from Kurashige & Murray: *Major Problems in Asian American History*)

Week 12 (Jun. 29, Jul. 1)

Group presentations on ethnic groups in the United States

Week 13 (July 6, 8)

Refugees

Refugee flows and the international framework

Reception and integration of refugees

Week 14 (July 13, 15)

Debate over Mexican immigration (Chap. 9)

History and forces behind Mexican migration

Amnesty (1986 Act), Proposition 187, and border enhancement

Week 15 (July 20, 22)

Latinos and demographic change (Chap.10)

Debate: Assimilation and bilingual education

Review session

Week 16 (July 27)

Final examination

LAW440/PLS 345: International Law

Spring Term 2010: Tuesdays and Thursdays 10:30-11:45

Instructor: Tetsuya Toyoda

Office : C16

E-mail: toyoda@gl.aiu.ac.jp

Office hours: Mondays 14:00-15:00 and Wednesdays, 10:00-12:00

Course Goals

This course has two primary goals:

1. Students acquire a minimum literacy in the language of international law, with knowledge of basic vocabulary and concepts.
2. Students become able to present their own opinions on issues of international law in their own words.

Course Description

Students will foster communication skills in legal language through their participation in the classroom discussion and group work. Students are expected to learn by themselves at home. The class activities are to improve presentation and discussion skills, stimulate reflections and clear up misunderstandings.

Class Activities

The course activities develop in three stages.

- 1) Textbook reading
- 2) Textbook presentations by students
- 3) Moot Court

Prior Academic Preparation

None.

Evaluation

Occasional Comprehension Quizzes: 10 points

1st in-class essay (Thursday, May 13): 10 points

Textbook presentation: 10 points

2nd in-class essay (Tuesday, June 29): 10 points

Moot court participation: 10 points

Final Exam (Friday, July 30): 50 points

Textbook:

Vaughan Lowe, *International Law*, Oxford University Press, 2007, ¥3,461 (amazon.co.jp as of Nov. 5. 2009). Supplementary readings will be provided when necessary. NB: It is impossible to take quizzes, in-class essays and the final exam without the textbook.

Course Schedule (subject to changes, in function of number of students)

I. TEXTBOOK READING

The instructor does not make lectures, but answer and ask questions. Supplementary readings will be given as appropriate.

- APRIL 13 & 15: 1. INTRODUCTION AND OVERVIEW Textbook, pp. 1-33.
APRIL 20 & 22: 2-1. CUSTOMARY INTERNATIONAL LAW Textbook, pp. 34-63.
APRIL 27 & MAY 6: 2-2. TREATIES Textbook, pp. 64-86.
MAY 11: 2-3. OTHER SOURCES OF INTERNATIONAL LAW Textbook, pp. 87-99.
MAY 13 & 18: 3. PRINCIPLES OF INTERNATIONAL LAW Textbook, pp. 100-135.
THURSDAY, MAY 20: 1ST IN-CLASS ESSAY

II. STUDENT PRESENTATIONS

- WEEK 6 (MAY 25 & 27): 4. STATES Textbook, pp. 136-135.
WEEK 7 (JUNE 1 & 3): 5. STATE JURISDICTION UNDER INTERNATIONAL LAW Textbook, pp. 170-187.
WEEK 8 (JUNE 8 & 10): 6. INTERNATIONAL ECONOMIC LAW Textbook, pp. 188-233.
WEEK 9 (JUNE 15 & 17): 7. INTERNATIONAL ENVIRONMENTAL LAW Textbook, pp. 234-263.
WEEK 10 (JUNE 22 & 24): 8. THE USE OF FORCE Textbook, pp. 244-289.
TUESDAY, JUNE 29: 2ND IN-CLASS ESSAY
[NO CLASS JULY 1]

III. MOOT COURT

- WEEK 11 (JULY 6 & 8): PREPARATORY LECTURE AND GROUP PREPARATIONS
 Submission of Plaintiffs' written statements by July 7 at noon
 Submission of Respondents' written statements by July 9 at noon
WEEK 12 (JULY 13 & 15): ORAL PLEADINGS
TUESDAY, JULY 20: JUDGMENTS
THURSDAY, JULY 24: FINAL DISCUSSIONS AND COURSE EVALUATION

FINAL EXAM (JULY 30, 3 HOURS)

CHN250 CHINESE III (2 credit hours)

CHN251 CHINESE III PRACTICE (1 credit hour)

Instructor: Feng CHEN

Office hours; M, W 13:00-15:00

Email: chen@aiu.ac.jp

Meeting times: M,W 15:00-16:00

Office: A4-10

Semesters: Spring, Fall

DESCRIPTION: This course is for students who have completed CHINESE II or have a similar level of proficiency as students who completed CHINESE II, and who wish to improve their Chinese language communication skills. The aim of this course is to continue building student's integrated foundations in Chinese language, such as grammatical rules, vocabulary and expressions, and to help students to improve their communication skills. In this class students can also have more opportunities than in CHINESE I to practice speaking Chinese by talking about various topics. To keep monitor progress in Chinese language study, tests will be given about once a month.

OBJECTIVES: By the end of the course students are expected to:

1. Raise their language competency level to an intermediate level.
2. Master more rules of basic grammar and expressions.
3. Know about 1000 words, phrases, and sentences in Chinese.
4. Develop basic communication skills in Chinese.
5. Be able to converse on numerous topics with Chinese people.

STUDY MATERIALS:

To be announced.

ASSESSMENT:

Evaluation will be made on basis of final exam (40%), tests (30%), and homework (30%).

ACADEMIC PREPARATION: Before enrolling in this course, students should have successfully completed CHINESE II or have studied Chinese language for no less than 100 hours.

COURSE FORMAT AND ACTIVITIES:

There are two 70-minute classes and one 60-minute class a week. Generally, the first two classes of the week are arranged for lecture and the last class of the week is for

making short speeches in Chinese or practicing dictation.

To further support students, private instruction will be available after class once a week. This instruction is specially aimed at correcting students' pronunciations, reviewing students' course work, and improving students' Chinese listening and speaking capability.

SCHEDULE:

- <Week1> S-P construction as the subject of a sentence, etc.
- <Week2> Revision of language points
- <Week3> Pivotal sentence
- <Week4> Enumeration of cardinal numbers above 100, etc.
- <Week5> Sentence with verbal construction in series (2), etc.
- <Week6> Modal particle 了 indicating changes in situation or state, etc.
- <Week7> Revision of language points
- <Week8> Potential complement, etc.
- <Week9> Pivotal sentence without a subject, etc.
- <Week10> 更 and 最 for comparison, etc.
- <Week11> Revision of language points
- <Week12> Sentence showing existence, emergence or disappearance, etc.
- <Week13> Extended uses of interrogatives, etc.
- <Week14> Sentence passives in tense, etc.
- <Week15> Final exam

In addition, explanation to **CHINESE III PRACTICE** will be given at the beginning of class.

KRN300: KOREAN 3 (2 credits)

KRN301: KOREAN 3 Practice (1 credit)

Instructor: Hi-Gyung BYUN 변희경

Office: A3-6

Office hours: Tue & Thu 1:30p.m.-3:00p.m.

Email: byun@aiu.ac.jp

Phone: 886-5973

Semester: Spring 2010

Classroom:

DESCRIPTION

This is an intermediate conversation course. This course is designed for students who have successfully completed Korean 2 (Green book) or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in everyday social situations and enable students to link activities for listening and speaking skills. Through this course students will be able to interact with a degree of fluency and express their thoughts and feelings. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. All classes will be conducted in Korean.

A student who is taking Korean 3 will be strongly recommended to take Korean 3 practice at the same time. Korean 3 practice is a self-taught course using practice book that each unit has connection with main textbook. Students can do practice book exercises at home or in the LDIC of library.

OBJECTIVES

By the end of the course students will be able to:

- 1 understand the main points of clear standard speech on familiar matters regularly encountered in everyday social situations.
- 2 understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively clear.
- 3 interact with fluency and spontaneity that makes regular interaction with native speakers.
- 4 enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life.
- 5 connect phrases in a simple way in order to describe experiences, events or hopes.
- 6 briefly give reasons and explanations for opinions and plans.

ACADEMIC PREPARATION

Students should have finished Korean 2 (Green book) or have an ability equivalent to it.

STUDY MATERIALS

Text book

Seoul National University Language Research Institute, *KOREAN 3* 한국어 3 (pink book) Seoul: Moonjinmedia, 2005 (2nd edition), ISBN 978-89-539-0574-0

Practice book

Seoul National University Language Research Institute, *KOREAN 3 Practice Book*, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978-89-539-0605-1.

Because of some importation difficulties, this book could not be placed at book store. Students can buy textbooks from the instructor in the classroom on the first day of class. 3000yen (2 books)

ASSESSMENT

1 Class participation	27%
2 Homework assignment	26%
3 Bi-weekly quiz	21%
4 Final exam	26%

COURSE FORMAT AND ACTIVITIES

Korean 3

(1) The class will be structured along with the textbook. Students are assigned to do an exercise section of each lesson due to next class. At the end of each class the instructor will hand out a script which has Korean sentences that have been learned on the day. Students read the script 5times and record all their voice on a tape, and submit the tape to the instructor at the beginning of next class. After checking it out, the instructor will give feedback to students at the next class.

(2) There will be 7 bi-weekly quizzes during the course and a final examination at the end of the course. Bi-weekly quizzes will cover the lesson studied during those two weeks and the final examination will be comprehensive. There will be no interim examination.

Korean 3 practice

(1) Korean 3 practice is self-taught course. Students do the practice book exercises by themselves at home or in the LDIC of library. The CDs for the listening sections are available only at the LDIC. Fill in the blanks on the practice book and confirm your answers with references to “the correct answer” that are at the end of the book. Compositions of review sections should be also finished.

(2) Submit your practice book to the instructor on the day of bi-weekly quiz. After checking your progress, the instructor will return it to you.

POLICIES

• Class policy

(1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students’ participation is very important to make class fun. Be active!!!

(2) The instructor will speak Korean all the time. Students are also required to speak Korean only during class.

(3) Be on time for class. Quizzes will be given during the first 10-15 minutes of class. So if you are late, you may miss your only opportunity to take the quiz.

• Assignment policy

(1) There will be two kinds of homework assignments, exercise homework and recording homework for each class, which will be due the next class (no assignment for the first week).

(2) Insufficient exercise homework will be considered as a half point.

(3) Late recording homework will be accepted up to the next class after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

• Assessment policy

(1) Attendance is an essential part in this course. If a student is absent 5 times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival shall be considered tardy. Three instances of tardy will be counted as one instance of absence.

(2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.

(3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in

the class.

SCHEDULE

The weekly schedule can be changed depending on students' understanding.

<Week 1>

Review, Self-introduction

Lesson1 방학이 이렇게 빨리 끝날 줄 몰랐어요.

<Week 2>

Lesson2 상을 두 개나 받았지요?

Lesson3 일기 예보에서 뭐라고 했어?

<Week 3> Quiz1

Lesson4 우리 오후에 문병 갈까요?

Lesson5 방 값이 얼마라고 하셨지요?

<Week 4>

Lesson6 하숙 생활에 적응할 수 있을지 걱정이예요.

Lesson7 서울에서 집 사기는 하늘에 별 따기예요.

<Week 5> Quiz2

Lesson8 차 소리가 들려서 시끄러워요.

Lesson9 언제든지 예금하고 찾을 수 있지요?

<Week 6>

Lesson10 아무리 찾아도 안 보이네요.

Lesson11 같이 저녁이라도 하는 게 어때?

<Week 7> Quiz3

Lesson12 안내 방송이 나오는데요.

Lesson13 불고기를 만들려면 이런 재료가 필요해요.

<Week 8>

Lesson14 불고기 맛은 양념에 달려 있어요.

Lesson15 부동산에다 물어보세요.

<Week 9> Quiz4

Lesson16 지금 입고 있는 그 바지는 어때요?

Lesson17 조카는 뭘 먹이죠?

<Week 10>

Lesson18 표를 사 놓지 않으면 고향에 갈 생각도 못 해요.

Lesson19 집에서 송편이나 만들까 해요.

<Week 11> Quiz5

Lesson20 오래 기다리게 해서 미안해.

Lesson21 알아맞혀 보세요.

<Week 12> Quiz6

Lesson22 사진관에서 찍는 게 나을 것 같아요.

Lesson23 텔레비전이 왜 이렇게 안 나오지요?

<Week 13>

Lesson24 어디가 고장이라고 그랬지요?

Lesson25 청첩장을 받았어요.

<Week 14> Quiz7

Lesson26 결혼하려면 아직 멀었어요!

Lesson27 야단맞을까 봐 걱정이지?

<Week 15> Final examination

EAS 290 /ECN435: Political Economy of East Asia

Spring Terms

Instructor: Tsukasa Shibuya

Telephone: 03-5996-1477

Mobile Phone: 090-9975-3658

Email: E-mail (PC): italiasukisuki@yahoo.co.jp

E-mail (mobile phone): shibuchin2819@softbank.ne.jp

Purpose of the course

Students will become well-equipped to pursue higher-level social sciences courses related to East Asia. Students will be introduced to the political and economic structures of East Asian countries, particularly the ideas and institutions behind the rise of China, Japan, South Korea and Taiwan. They will also become acquainted with the methodology of independent research in political science and political economy.

Course Description

This is a survey course on the political and economic structures and policies – of East Asian countries and regions, including Greater China (China, Taiwan and Hong Kong), Japan, and South Korea. These countries' distinctive political, legal and economic characteristics will be analyzed.

Full attention will be paid to their industrialization and modernization after World War II, particularly in the past two decades. Diplomatic relations among these important East Asian players, as well as their interaction with the U.S. will be discussed. The course will also touch on, though not in detail, social and cultural issues, as well as the role of the civil society, in these countries and regions.

Teaching methods

In the first half of class (10:30-11:45) I will give a lecture, in the latter half (11:55-13:10) one of students will make a presentation using a text book and we will have a discussion about it.

You are going to be assigned as a presenter in turn once at least. You need to get ready for a paper when you make a presentation. You should summarize a part of the chapter which you are assigned. Your paper will be written on a few “size A 4.”

You should take up some problems which are worth talking among us. You can discuss whatever you like to.

Scholastic evaluation

Your presentation will be assessed. (30%) Class participation will be assessed, too. (30%) If you are active in the class discussion, you can get good marks. Final examination will be held. (40%)

Course Materials

Chapters and parts of the following textbooks will be prescribed for reading/reference.

- Susan L. Shirk, “*China: Fragile Superpower*” (Oxford University Press, 2007)
- Kenneth B. Pyle, “*Japan Rising*” (New York: Public Affairs, 2007)

Office Hour

My office hour is before and after class for 30 minutes. Basically, it is on Friday 10:00-10:30 in the morning and 13:10-13:40 in the afternoon. The Office Hour’s room is B105 where we learn.

Class Schedule

1. Introduction and Lesson 1 (Japan’s economic development)
2. Lesson 2 (Economic growth of the “Little Dragons” and China)
3. Lesson 3 (Capitalism and Socialism)
4. Lesson 4 (Modern economy in East Asia)
5. Lesson 5 (The “Chinese World Order” and Vietnam, Korea)
6. Lesson 6 (The Korea Peninsula)
7. Lesson 7 (South Korea and Taiwan)
8. Lesson 8 (The Sino-Japanese relations)
9. Lesson 9 (Modern Chinese history I)
10. Lesson10 (Modern Chinese history II)
11. Lesson11 (Modern Chinese history III)
12. Lesson12 (Taiwan history I)
13. Lesson13 (Taiwan history II)
14. Lesson14 (Taiwan history III)
15. Final Examination

PLS410: Foreign Policy of China

Spring Term, 2010 (Monday & Wednesday, 10:30~11:45)

Instructor: Norihito Mizuno, Ph.D.

Office Hours: Monday, Tuesday & Thursday, noon-13:30

or by appointment

Office: C3-7

#Office Phone: 5975

Email: nmizuno@aiu.ac.jp

Course Description

PLS410 will deal with historical and contemporary issues related to Chinese foreign policy. It especially focus on and discuss the following themes:

1. Chinese traditional worldview and foreign policy and relations before the 1840s
2. The transformation of Chinese foreign policy during the “Century of Humiliation”
3. The PRC foreign policy from 1949 until the early 1990s
4. Current issues in the PRC foreign policy

***Ideally, students enrolled in this course have ever taken HIS280/290 Modern History of China or equivalent courses at AIU or their home institutes. Otherwise, they need to talk with the instructor before being formally enrolled in this course.**

Course Objectives

1. To grasp the historical developments and transformations of China’s foreign policy from the dynastic period until recent years.
2. To deepen her/his understanding of various factors which have shaped and changed China’s foreign policy.
3. To be able to analyze and discuss various historical and contemporary issues related to China’s foreign policy.

Classroom Activities

1. This is a lecture/discussion course.
2. Students are expected to attend every meeting.
3. Students come to class on time
4. Students are required to make presentations on her/his term papers.
5. Students are also expected to raise questions and participate in class discussion actively.
6. Videos may be shown to help student’s understanding of the course.

Prerequisites

None

Evaluation

1. (Cumulative) Final Examination (40%): A Study guide will be provided approximately one week before each exam.

PLS 360: Japan's Foreign Policy toward US

PLS 423: Japan-US Relations

2010 Spring Semester: Wednesday and Friday 12:30 – 13:45

Instructor: Michio Katsumata Office: Director of Library

Office Telephone: 5885 E-mail: katsumata@aiu.ac.jp

Cellphone: 090-4595-8867

Course Goals

This course aims to train students to:

- (1) gain a better and clearer understanding of Japan-U.S. relations, focusing on foreign policy decision-making process in both nations
- (2) make research of many political, economic, social and cultural issues in the relation of the two countries
- (3) develop his/her critical thinking skills through comparative analysis
- (4) stimulate his/her imagination to revitalize the “historical ifs,” in order to shed new light on the events as if they were happening today.

Course Description

The course primarily intends to make analysis of Japan's foreign policy in the context of Japan-US history, and its focus is on the past half a century after the World War II. It expects students to examine the thoughts and behaviors of the key policy makers on both sides. It inevitably touches on the political climate, culture and system in both countries. Through the analysis of political leaders' psychological features and personalities, students are highly encouraged to deepen their views on politics and personality, and to develop their ideas over the role and identity of Japan in Asia and in the world in the 21st century.

Classroom Activities

The class is basically conducted in the students' presentation of the certain topics followed by discussion and analytical interpretation by the instructor. As the course is for 300 to 400 level advanced class, students are highly expected to participate in discussion. The class topics are for mainly case studies and each student will make two to three presentations on the assigned topics.

Prerequisite

Basic knowledge of history of Japan and U.S..

Evaluation

Class attendance and participation 40%

Participation includes frequent discussions and individual presentations. Each presentation will be about 5-10 minutes.

Essay on Senator Fulbright's biography 10%

The Fulbright's biography, "Against the Arrogance of Power: My Personal History," edited by Katsumata, (Hardcover edition with both Japanese and English, Nihon Keizai Shimbunsha, 1991, and paperback in Japanese with additional chapter and extensive introduction by Katsumata in 2002) offers a good summary of American foreign policy from the start of the World War II to the Gulf War in 1990s. AIU students, in particular, should know how the Fulbright's study abroad program was established with his personal experience and his expectations. The essay assignment is meant to encourage both Japanese and international students in AIU to develop his/her personal view on Fulbright's legacy and his influence over Japan-U.S. relations. The essay should be about 3 pages.

Midterm report 20%

Report should be on any topic discussed in the class with the length of 4 pages with notes to show citation from recommended books..

Final report 30%

Report should be on any topic discussed in the class during the second half of the semester with the length of 5 pages with notes.

Credits: 3

Course Materials

Walter Lafeber "The Clash --- U.S.-Japanese Relations throughout History,"
W.W.Norton & Company, 1997

This is a very well-researched and well-balanced work by an expert academician on US foreign policy toward Europe. There are many data and materials along with interesting episodes to make good analysis of the bilateral relations. Students are strongly recommended to read this and use its materials for their presentations.

There are many other materials such as some sections of books, magazine and newspaper articles, government documents available through internet and audio-visual materials, most of which are notified and/or offered during the classes.

The Japanese and world chronology and map book(s) are indispensable. The most recommendable one is: Kota Kodama ed., "Standard Chronology of Japanese History,"
Yoshikawa-Kobunkan, 2009 (児玉幸多編『標準日本史年表』吉川弘文館)

There is a list of recommendable books (About 40 books in Japanese and 20 in English) available at the library and Katsumata's office. Students are expected to read at least 4 or 5 books listed to write reports.

Class Schedule

1. (4/09) Introduction and orientation

Why does Japan think its U.S. relations so important?
Overview of Japan-US relations from 1850s to 2010
About recommendable books and materials

2. (4/14) Japan's self-image and its world view

What is "Japan" to Japanese people?
The Japanese image of the world; its psychological map
Placing US in Japan's 2000 year history

3. (4/16) Who are the foreign policy makers?

Diplomats or politicians?
Role of political parties and Zoku (tribe) giin
From LDP to DPJ

4. (4/21) Ministry of Foreign Affairs (MOFA)

Diplomatic experts? By-players in serious negotiations
Ambassadors: Representing the nation but powerless in domestic politics
Who proposes the diplomatic visions?

5. (4/23) "The Iron Triangle": power source of bureaucrats

Close relationships among bureaucrats-politicians-industrialists
"Amakudari"(Descent from heaven) as mediator
"Economy first, politics second": Economic policy over diplomacy

6. (4/28) Bureaucratic system since Edo period

Samurai class ethics transcend to career bureaucrats' pride and prejudice
"The Iron Triangle" to be deteriorated
Big wave of globalization and power-shift of administrations

7. (5/12) The first encounters with deep impact

Black-ships
Japan and US situations
From "Sakoku" (Closed door) to "Kaikoku" (Open door)

8. (5/14) Meiji restoration to modernization

Not a revolution?
New national mission: "Wealthy Nation, Strong Army"
Clash over Hawaii and two imperialisms

<< Essay on Fulbright biography due on 5/14 >>

9. **(5/19) Russo-Japanese War (1904-05)**
Aftermath of Japan-China War (1894-1895)
Honeymoon years between Japan and US
 10. **(5/21) Japan's Imperialism**
Expanding the territory: Manchuria
Japan's view of the world
 11. **(5/26) Conflicts between Japan and US**
Anti-Japanese immigration act in 1924
"Red menace" and "yellow peril": Media campaign
 12. **(5/28) The Great Depression and arms race: 1930s**
Crises in Wall Street and Manchuria
Japan's 15 year war in China
 13. **(6/2) The way to Pearl Harbor: 1941**
Surprise attack? --FDR
Beginning of total war: The role of Emperor
 14. **(6/4) The atomic bomb on Hiroshima and Nagasaki: 1945**
Pacific theater and relocation camps for Japanese Americans
Atomic bomb: necessary or not?
 15. **(6/9) Occupation Era: 1945~1951**
GHQ and Emperor
Creating new Japan
- << Mid-term paper by June 11 >>
16. **(6/11) Regaining independence: 1950s**
Cold War Era and Korean War
Seeking economic power and no military power
 17. **(6/16) Economic miracle: 1960s**
Japan-US Security Treaty revised
Tokyo Olympics and Vietnam War
 18. **(6/18) Okinawa return: 1970s**
Secret agreement between Sato and Nixon
Trade Wars

19. **(6/23) Toward “Equal partnership”: 1980s**
Nakasone and Reagan
Bubble economy: Japan’s buying into America
20. **(6/25) Japan’s “Lost Decade” : 1990~2000**
Burst of the bubble economy
The end of LDP dominating era
21. **(6/30) Japan-U.S. new alliance : 2001~2010**
Koizumi, Abe and Fukuda--Bush relationships
Hatoyama-Obama
22. **(7/2) Japan-China-US: The new tri-polar relations**
Love and hate relationships among 3 nations
3 nations’ strategy toward others
23. **(7/7) Korea issues**
South Korea: friend and foe
North Korea: Missile crisis and abduction cases
24. **(7/9)) Japan and United Nations**
Birth of U.N. based on the lessons from League of Nations
UN Security Council membership
25. **(7/14) Emerging new nationalism--- In Search of its Identity**
Perspectives on revision of peace constitution and security treaty
“Japan in Asia,” or “Japan vs. Asia”?
26. **(7/16) Role of mass media on Japan-US relations**
What is Japan’s public opinion?
Media’s political position --- Deterioration of public confidence in media
27. **(7.21) Conclusion: Is There Any Happy-Ending?**
Still unclear vision of Japan’s identity and its role in the world
Still unclear vision of US diplomatic strategy toward Asia

<< Final report by July 23 >>